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ABSTRACT

This guide is intended to help senior high school social studies teachers develop elective courses on Canadian history, culture, and economic life. There are four modules: Regionalism; The French Fact; the Cultural Mosaic; Canadian Identity; and Canada in World Affairs. For each module concepts to be developed and understandings to be reached by students are presented. A sample activity is also provided for each module. For example, in the second module on the French Fact, four concepts are to be developed--biculturalism, bilingualism, self-identity, and sovereignty. Six understandings are outlined. One of the understandings is the fact that "the existence of French Canada has added a unique dimension to Canadian culture and identity." To develop this understanding it is suggested that students do an indepth study of Canadian literature, magazines, newspapers, and television. Questions which students can pursue to develop this understanding are then listed (e.g., to what extent have French Canadian artists, writers, and performers achieved recognition and/or success in English speaking Canada?). The activity for this module involves students in analyzing quotations concerning bilingualism and biculturalism in Canada. Students must also write letters of advice to those who support sovereignty and to the Prime Minister who is seeking to hold Canada together. Throughout the guide teachers are referred to additional sources of information. (Author/RM)

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CANADIAN STUDIES: A SYLLABUS

SO 013 410

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
Albany, New York

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FOREWORD

Canadian Studies: A Syllabus has been designed to help school districts develop elective courses which will increase understanding of our northern neighbor. It may also be used to infuse elements of Canadian identity, history, and economic life into other social studies courses, although it should be kept in mind that the concepts and understandings included here are primarily developed for senior high school students.

Funded by a grant from the government of Canada, the course of study was developed by the Center for Study of Canada at State University College, Plattsburgh. Specialists of that institution who participated in the initial design workshop in 1976 included Daniel Socolow, then director of the College's international studies programs; Richard Beach of the geography department who was Director of the Center for the Study of Canada from 1976 to 1979 and overall director of the Canadian Studies project; Ralph Hunkins, education; Suzanne Buckley, history; Bruce Butterfield, English; Prem Gandhi, economics; Edwin Hamblet, language and literature; Martin Lubin, political science; and Calvin Veltman, sociology. Classroom teachers participating in the 1976 workshop were Edward Baker, Ausable Valley High School; Margaret Davison, Pittsford Mendon High School; Donald Johnson, Southside High School, Elmira; Martin Retkoff, Alexander Hamilton Vocational and Technical High School, Brooklyn; Robert Runyan, Northport High School; and Georgiana Wranesh, Gouverneur High School. Representing the State Education Department was Jacob Hotchkiss.

Officials of the Canadian Department of External Affairs assisted in the planning and subsequent revision efforts included Chris Watts from the Canadian Embassy in Washington, and Larissa Blawacky and Daniel George of the Canadian Consulate in New York City. The first field test edition was written by Ralph Hunkins, SUC, Plattsburgh and JoAnn B. Larson, curriculum consultant, former classroom teacher, Ravena-Coeymans-Selkirk Senior High School.

Refinements and modifications were planned at a workshop in 1978, which included some participants from the earlier workshop, plus Roderick Logan, geography, SUC, Plattsburgh; Robert Lawrence, Farnsworth Middle School, Guilderland; Corinne Rice, Franklin Academy, Malone; Barry Scolnik, Glens Falls High School; and George Sherman, Beekmantown Central Schools. Janet Gilbert and Kenneth Wade represented the State Education Department. The second field test edition was prepared by Professor Hunkins and Mr. Sherman, drawing upon the discussions at the 1978 workshop.

This syllabus is one of two publications resulting from the project. A resource guide containing graphic materials and readings, together with strategies and activities for helping students reach the understandings has been prepared by the Center for the Study of Canada at Plattsburgh. The State Education Department is deeply grateful to the government of Canada and to the State University College at Plattsburgh for including Department personnel in all phases of the planning and field testing, as well as making available the manuscripts for the final development of a syllabus. Particular acknowledgement is due Richard Beach, mentioned above, and his successor as director of the project since 1979, Earl Fry.

The field test version of the syllabus has been revised, further developed, edited, and prepared for publication by Janet M. Gilbert, retired, formerly associate, and George Gregory, associate, Bureau of General Education Curriculum Development. It was also reviewed with constructive suggestions by Donald H. Bragaw, chief, and Coe F. Dexter, John F. Dority, Jacob I. Hotchkiss, Kenneth Wade, and Judith S. Wooster, associates, Bureau of Social Studies Education. General supervision of the State Education Department's participation in the project was by Herbert Bothamley, retired, formerly chief, Bureau of General Education Curriculum Development and by Gordon Van Hooft, retired, formerly director, Division for Curriculum Services and Donald Bragaw.

TABLE OF CONTENTS

	PAGE
Foreword	iii
How To Use This Syllabus	1
Module I - Regionalism	3
Module II - The French Fact	10
Module III - The Cultural Mosaic	16
Module IV - Canadian Identity	26
Module V - Canada In World Affairs	37

HOW TO USE THIS SYLLABUS

A school district which is located near the Canadian border is serving quite a different population than one in New York's Southern Tier, if frequent contact with Canadian people is the point of comparison. The frequent border crossings of both Canadians and Americans for both business and pleasure provide the residents of communities on both sides of the border with insights concerning the value systems and behaviors of their counterparts in the other country. Many of these insights are distorted and stereotyped; an objective study of the other country's history and culture is needed to provide modification of views. But the resident of a community geographically distant from the border may hold even more distorted views, or even fail to see the importance of recognizing a Canadian cultural identity and a Canadian sovereignty in the world of nations.

These differences in school populations help to explain why a syllabus for Canadian studies is needed to use as a local planning guide, rather than a sourcebook or compendium of all knowledge on Canadian history, economic life, international relations, and political events.

What is a syllabus?

This syllabus offers a framework of concepts to be developed or expanded, and of understandings to be reached in learning about an important member of the world community who is our neighbor. The concepts which are included are abstract mental images or word pictures which often apply to other cultures and peoples as well. The teacher's job is to give them meaning and validity within the Canadian context. Many countries today are dealing with problems stemming from cultural diversity within their populations. Canada's diversity includes ethnic differences which go back to the very beginning of settlement by Europeans and which are basic causes for disagreements over the design of its government. To understand Canada's actions today, one must look at the way that diversity has affected that country, past and present.

Understandings imply relationships between significant events or phenomena. They represent ends toward which the examination of facts are directed, rather than simply statements of facts to be memorized. Understanding 4 in Module II, "The sovereignty movement in Quebec essentially rejects the historic interpretation of the provincial-federal relationship" is such a statement. Students discussing the events which indicate political and cultural disagreements in Canada today will learn about such "facts" as Quebec's Bill 101 and the existence of the Parti Québécois, but these information inputs are simply vehicles through which the differences in viewpoint suggested in the understanding become real to the students, and help them identify with the disputants. They are not ends in themselves. Ten years from now, this year's Canadian studies student will not need to remember René Lévesque's name. However, it may be very important to understand why Canada might be modifying its form of government, if this should be the result of the present controversy.

How to implement the syllabus.

A syllabus is a planning guide to permit a school system and its teachers to develop a local course of study fitting the needs of its students and making use of the variety of textbooks and other resources available in that school. Such a course of study can provide for individual needs and abilities, drawing upon the body of content most appropriate for the students. None of the content in this syllabus is mandated as necessary to develop a better understanding of Canada.

If the students in a Canadian studies course think that all Canadians are of French descent, they need exposure to some of the content suggested under Understanding 4 in Module I, which concerns the British and American Loyalists in Upper Canada, as well as a study of recent population trends as suggested under Understanding 4 in Module III.

The indepth studies are offered under each understanding to provide a unifying theme for the content which will lead to the understanding. Again, these should be seen as suggested rather than required, and should be modified to meet the needs of the students. As often happens in a course of study that is topically designed, there is some repetition. Students may use the story of the building of the Canadian Pacific Railroad for one purpose in Module I and yet find further understandings to be developed from it in Module IV.

The planning team thought that the State publication would be strengthened if a sample activity were offered for each module. Those which are included in the syllabus have been selected to provide a variety of types of learning tasks. Some may be useful in developing several understandings in the module. However, they should be seen as suggested rather than mandatory and subject to modification.

Although there are some excellent textbooks for Canadian studies, they are designed for the broadest possible use. Many are intended for Canadian students, who probably have developed some insights into their own life and past through earlier learning experiences.

The Canadian government has films and publications available for American school use. Information about these materials as well as a wide variety of other resources is available from the Center for the Study of Canada, State University College at Plattsburgh, which is also publishing a resource guide with activities to help students reach the understandings.

MODULE I - REGIONALISM

One approach to understanding a country is to examine the inter-relationships of its geographical and historical phenomena with its cultural, political and economic characteristics. Large countries such as Canada have a wide variety of physical features which, together with events in history and other factors, have created a diversity in Canada's economic and social fabric.

The focus of this module is upon the ways that diversity is expressed in Canadian life. It serves as a springboard for anyone who desires to understand the many facets of the giant called Canada.

Some concepts to be developed or expanded in this module:

- confederation
- diversity
- federalism
- regionalism

(1) REGIONALISM IS AN IMPORTANT FACTOR IN UNDERSTANDING CANADA.

Indepth Study

Canada in the last quarter of the 20th century

- What separate regions can be identified in accounts of political events and studies of economic developments in Canada today?

- Why must a person seeking to learn more about Canada see regionalism as something larger than the differences between French-speaking and English-speaking populations?

- Joe Clark, former Canadian Prime Minister, who took office in 1979, said he saw his role as "finding agreement among the different regions of the country." What kinds of differences would a Prime Minister of Canada have to deal with?

- How does regionalism as it exists in Canada differ from regionalism in the United States?
  - A Canadian professor stated recently - "There has never been a Civil War to put down its (Canada's) regionalisms." How valid is this in explaining the differences in regionalism in the two countries?

(2) SIZE IS AN IMPORTANT FACTOR IN THE DEVELOPMENT AND CONTINUANCE OF REGIONALISM IN CANADA.

Indepth Studies

- Physical aspects of Canada
- Development and use of Canada's resources

- Eighty-nine percent of Canada is sparsely populated and much of Canada has yet to be fully explored. What does this say about Canada's potential for development? Which areas of Canada still remain largely undeveloped? Why?

- In what ways and to what extent are landforms, climatic conditions, vegetation, and the economy interrelated? How do physical conditions and economic development in Canada illustrate these relationships?

- What is the relationship between raw materials and the physical setting (landforms, climatic, and vegetation regions)? What types of raw materials form the base of the Canadian economy?

- How do landforms vary from east to west? from north to south? What influence does this variety have upon the development and persistence of regionalism?

(3) IMMIGRATION AND SETTLEMENT PATTERNS IN CANADA HAVE CONTRIBUTED TO THE DEVELOPMENT AND PERSISTENCE OF REGIONALISM.

Indepth Studies

- Seventeenth and 18th century settlement of Eastern Canada
- Louis Riel and the Northwest Rebellion
- Development of British Columbia in the 19th and 20th centuries

- How do present French-English conflicts in Canada reflect the colonial settlement patterns?

- Although 19th century Canada was apparently dominated by the English Canadians, there are many evidences that there was underlying friction. How does the story of Louis Riel and the Northwest Revolt reflect such tensions? What other regional issues unrelated to the language question also underlie that incident?

- At different times in the history of confederation, both British Columbia and Nova Scotia threatened secession. What does this fact reveal about the varied causes of regionalism in Canada?

(4) REGIONALISM PLAYS AN IMPORTANT ROLE IN THE WAY CANADA HAS BEEN GOVERNED IN THE PAST AND IN THE PRESENT POLITICAL BALANCE OF POWER.

Indepth Studies

- British rule of French Canada; of English Canada
- The British North America Act
- The federal system, as presently functioning

- How did the differences in the ways that the British governed French Canada under the Quebec Act and the governance of English Canadians in Upper Canada after 1791 contribute to the development and persistence of regionalism?
- How did the British North America Act and subsequent legislation distribute jurisdiction between national and provincial levels of government? Why was this political principle important in bringing about the formation of the Dominion of Canada?
- What examples can be given for the role that regional differences have played in federal/provincial conflicts?
- What forces in Canada have tended to strengthen federalism? What forces tend to weaken it? Why?
- In what ways does the relationship of an individual province to the nation of Canada differ from the relationship of an individual state to the United States?

(5) THE FEDERAL GOVERNMENT IN CANADA HAS USED A VARIETY OF TACTICS TO LESSEN THE INEQUITIES BETWEEN REGIONS.

Indepth Studies

- Concessions to provinces at the time of Confederation
- The Canadian Pacific Railroad and more recent transportation developments
- Federal-provincial relations today

- As a country is transformed from an agrarian to an industrial society, what regional factors play a role (e.g., location of raw materials, transportation routes, climate) in the location and growth of urban areas?

- Why did the eastern interest in commerce and industry, contrasted with the western interest in agriculture and natural resources create tensions which the federal government continually sought to resolve?
  - Traditionally, which group has had the greater voice in the way Canada is governed?
  - Where are most of Canada's economic decisions made? How does this affect the Canadian East/West dichotomy?

- What do the building of the Canadian Pacific Railway, Canadian participation in the development of the Saint Lawrence Seaway, and the building of the Trans-Canada Highway have in common?

- What are some of the recent economic developments which have created new regional tensions? How is the present government addressing these?

- How have the maritime provinces related to the East/West tensions in the past?
  - What effect do present economic developments have upon that region?

- How has the federal government used equalization to reduce these tensions?

(5) CANADA'S UNIQUE ARTISTIC DEVELOPMENT AS WELL AS OTHER ASPECTS OF ITS CULTURE REFLECT THE REGIONAL DIVERSITY.

Indepth Studies

- English and French literatures in Canada
- Canadian art; music; dance; sports; science and medicine

- To what extent do the separate French and English literatures of the Maritime provinces reflect the uniqueness of life in this part of Canada?
  - To what degree is the language separation in literature found in other parts of Canada, e.g., the prairies?

- Why do museums and cultural exhibitions in Canada today provide displays of Inuit art?
  - How recent is this interest?

- To what extent is regionalism reflected in Canadian theater, dance, and music?

- How does the interest in certain sports in Canada show the influence of both geographic and historic factors?
  - Cricket
  - Curling
  - Lacrosse
  - Baseball
  - Hockey
  - Skiing

- A rural hospital in Western Ontario utilizes the combined services of American Indian (Native American) healers and medical doctors. How does this action reflect the diversity of the Canadian population?

A CLASSROOM STRATEGY TO USE IN REACHING ONE OR MORE OF THE UNDERSTANDINGS IN THIS MODULE.

On pages 8 and 9 are an editorial and a cartoon which illustrate Canadian perceptions of regionalism. Divide the class into groups representing the five regions described in the editorial. Using both the editorial and the cartoon, or similar materials from more current sources, have each group write a statement describing that region's priorities, view of itself, and reactions to the other regions.

After these statements have been presented to the other groups, hold a meeting of regional representatives in Ottawa, to discuss the strengths and weaknesses of a strong regional-weak federal plan of government, as contrasted with the present government. Each regional representative should reflect the views of his/her area.

For additional strategies, see: *Canadian Studies - Teaching Strategies and Resources for Use at the Secondary Level.* Published by the Center for the Study of Canada, State University College, Plattsburgh, NY. The publication may be obtained upon written request to:

Center for the Study of Canada
State University College
133 Court Street
Plattsburgh, NY 12901

BRITISH COLUMBIA
SEPARATISM IN THE WEST

by Jes Odam

"VANCOUVER -- While Premier René Lévesque and his cabinet colleagues have been busy in New York discussing the future of Quebec, a similar debate is going on in British Columbia.

"The title of the topic out west is the future of Canada, but it comes down to very much the same thing. There are separatists in the West just as there are further East.

"However, there are a great many Westerners who simply want to see a greater degree of independence from Ottawa. They even feel that with increased political decentralization, all the shouting in Quebec may eventually die down. Quebec can then stay, in some fashion, within Confederation.

"While separatism is regarded by most people here as a clear break from the present political union, independence has a variety of meanings. To some it is the setting up of a new country complete in itself. To others it transfers to the provinces some of the powers now held by the federal government. Just how many powers is again open to wide opinion. ...

"Premier Bennett's answer is to revive a call made in 1968 by his father W.A.C. Bennett, a former premier of B.C. That call is for regionalization of Canada with a money-shorn Ottawa left with matters such as defense, national security and international trade.

"The elder Bennett even had a map prepared for a 1968 constitutional conference showing the country split into the Maritimes, Quebec, Ontario, the Prairies and of course B.C. One of the kickers was that B.C. would take in the Yukon and part of the Northwest Territories. The remainer of N.W.T. would be 'given' to the Prairie region.

"The younger Bennett revived the idea in the throne speech which started off the session with the reference 'across this country today there are those who would seek a simple solution to some of Canada's problems by breaking up this Confederation.' A better way, the speech said, was for the creation of five regions and a more flexible union between them and Ottawa 'to keep Canada strong and together.'" ...

(From Montreal Star, January 29, 1977.)

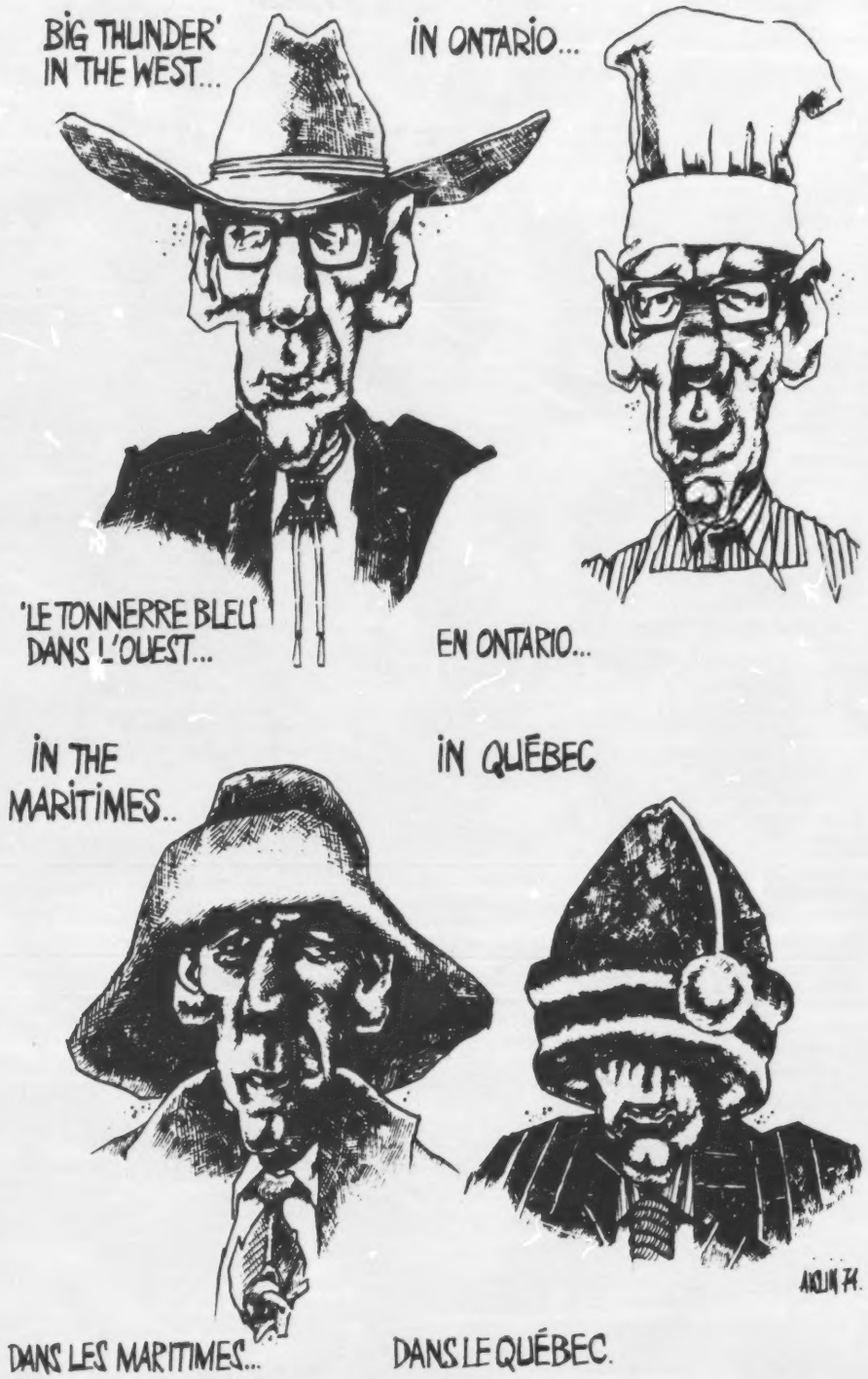

Fig. 1A ROBERT STANFIELD, FORMER LEADER OF THE PROGRESSIVE CONSERVATIVE PARTY IN CANADA

Aislin: 150 Caricatures
Edmonton: Hurtig Publishers, 1975.

MODULE II - THE FRENCH FACT

Ever since the British and French set foot on the North American continent, conflicts in various forms have existed between these two dominant cultures in Canada. The sovereignty movement in Quebec is the most recent and potentially the most serious manifestation of this conflict. This module is based on the assumption that a thorough understanding of the current situation is enhanced by a knowledge of the historic roots of the French and the British in Canada.

Some concepts to be developed in this module:

- biculturalism
- bilingualism
- self-identity
- sovereignty

(1) THE CURRENT BILINGUAL STATUS OF CANADA HAD ITS ROOTS IN THE IMMIGRATION PATTERNS THAT DEVELOPED IN THE EARLIEST DAYS OF EUROPEAN COLONIZATION IN THE AMERICAS.

Indepth Studies

- French colonization of Quebec in the 16th through the 18th centuries; Acadia
- British colonization in Canada in the 18th and early 19th centuries; Nova Scotia

- Why might it be said that bilingualism in Canada today is the product of the Commercial Revolution in 15th through 18th century Europe?
- Where did the French settle in significant numbers? The British?
- To what extent did the missionary zeal of the Roman Catholic Church in the 16th and 17th centuries contribute to today's bilingualism in Canada?
- Quebec's motto is "Je me souviens" (I remember). What do the Québécois want all Canadians of French descent to remember?

(2) ALTHOUGH BRITISH POLICY AFTER ITS CONQUEST OF QUEBEC CONTRIBUTED TO THE CONTINUANCE OF BILINGUALISM AND THE PERSISTENCE OF FRENCH CULTURE, SUBSEQUENT BRITISH ACTIONS KEPT THE FRENCH COLONISTS OUT OF THE MAINSTREAM OF CANADIAN LIFE.

Indepth Studies

- Lower Canada
- Upper Canada and Nova Scotia

- A journalist describing Canada noted that the British in the Quebec Act of 1774 were "wiser than they were in the Thirteen Colonies." What provisions of this legislation could be so interpreted? (Hutchinson, Bruce, The Unknown Country, p. 37.)

- How did land holding patterns in French Canada reflect the economic life of pre-Revolution France? How did these compare with land holding patterns of Scotch settlers in 18th century Nova Scotia?

- To what extent was this existence of two separate cultures enhanced by the influx of Loyalists during and after the American Revolution?

- Although William Lyon MacKenzie in 1837 sent word to Louis Joseph Papineau and the French "Patriotes" in Quebec that the time had come to revolt, the rebellions in Upper and Lower Canada were essentially two separate disorders. What does this fact indicate about the existence of two separate cultures within Canada at that time?

- How did the changes in governance following the Durham Report and the Act of Union of 1840 further weaken the French position with respect to political and economic leadership in Canada?

- Why were some French-Canadian politicians willing to accept Confederation in 1867? What arguments against Confederation were offered by other French leaders?

- What recognition of a separate French identity was offered in the British North America Act?

(3) THE TWENTIETH CENTURY HAS SEEN A GROWING DETERMINATION TO ASSERT A FRENCH CANADIAN IDENTITY IN BOTH THE POLITICAL AND ECONOMIC LIFE OF CANADA.

Indepth Studies

- Duplessis in Quebec
- The Revolution Tranquille (Quiet Revolution)

- How would a Canadian of French descent perceive the term, "French Canadian," as compared with "Canadien"? How does the term "Québécois" differ in meaning?
- What evidence of French unrest with British Canada became apparent during World Wars I and II?
- Why have changes in the economic life of Quebec in this century helped to give that province more strength in speaking for the French community?
- To what extent was the "Quiet Revolution" successful in building a sense of French-Canadian nationalism? To what extent did it fail to achieve its goals? How much of an impact did the "October Crisis" of 1970 have on its situation?

(4) THE SOVEREIGNTY MOVEMENT IN QUEBEC REJECTS THE HISTORIC INTERPRETATION OF THE PROVINCIAL-FEDERAL RELATIONSHIP.

Indepth Study

- Premier René Lévesque in Quebec

- In what ways have the French felt discriminated against by the federal government in Canada? How has the government attempted to end such discrimination?
- What are some of the goals of the Parti Québécois, which people in other provinces find threatening to other Canadians?
- How would the increasing proportion of non-English, non-French, people who have immigrated to Canada in recent years view the restrictions of Quebec's Bill 101 which virtually ends bilingualism in that province by mandating French instruction for non-English children?
- What economic consequences of sovereignty are seen by the Québécois? - by other Canadians?

(5) THE FRENCH/BRITISH RIVALRY IN CANADA HAS AFFECTED, AND HAS BEEN AFFECTED BY, EVENTS AND POLICIES IN THE UNITED STATES.

Indepth Study

- The United Empire Loyalists
  U.S./Canada Economic Relationships

- How did the British/French rivalry over fur trade affect the possibility of westward movement from the seaboard colonies in the 17th and 18th centuries?
- How did Montgomery and those who backed his expedition against Quebec misinterpret the attitude of the French with regard to their loyalty to the British rulers of Canada?
- How was the balance of population between French and British settlers in Canada affected by the voluntary or involuntary migration to Canada of thousands of Loyalists after the American Revolution?
  - Why didn't tension grow between the two cultural groups immediately?
- How has American financial expansion into Canada been viewed by the French?
  - Has the British Canadian viewpoint generally been the same?
- How did fears of annexation by United States affect the decision of French Canadians to join the Confederation in 1867? Could they have chosen otherwise?
- How have states such as Maine, Vermont and New York been affected by a French Canadian population which gradually outgrew the land which could be cultivated?

(6) THE EXISTENCE OF FRENCH CANADA HAS ADDED A UNIQUE DIMENSION TO CANADIAN CULTURE AND IDENTITY.

Indepth Study

- Canadian literature, magazines, newspapers, television

- To what extent has French Canada influenced the everyday life of other Canadians? (e.g., bilingualism, fashion, architecture, food).
  - Why has this influence become more apparent in recent years?

- To what extent have French Canadian artists, writers and performers achieved recognition and/or success in English-speaking Canada?
  - In the United States?

- What evidence is there that the existence of French Canada lessens the extent to which Canadian culture is dominated by United States culture?

- If the two major languages of Canada represent two distinct cultures, how can a national literature be achieved?

A CLASSROOM STRATEGY TO USE IN REACHING ONE OR MORE OF THE UNDERSTANDINGS IN THIS MODULE.

Have students analyze the quotations below, considering the identity of the speaker, the time when the statement was made, and the message conveyed by the quote.

Using the insights and points of view resulting from this analysis have one group of students prepare a letter of advice to those who support sovereignty and another group prepare a letter of advice to the Prime Minister who is seeking to hold Canada together.

For additional strategies, see: *Canadian Studies - Teaching Strategies and Resources for Use at the Secondary Level.* Center for the Study of Canada, SUC Plattsburgh, NY.

QUOTATIONS CONCERNING BILINGUALISM AND BICULTURALISM IN CANADA

1. "English and French, we climb by a double flight of stairs toward the destinies reserved for us on this continent, without knowing each other, without meeting each other, and without even seeing each other except on the landing of politics." —French-Canadian politician, mid-19th century.

2. "The English and French languages are the official languages in Canada" and they "possess and enjoy equality of status and equal rights and privileges as to the use in all the institutions of the Parliament and Government of Canada." —Official Languages Act, 1969.

3. "I found two nations warring within the bosom of a single state: I found a struggle, not of principles, but of races." —Lord Durham, 1838.

4. "A solid Quebec will vote to rule all Canada. Only a solid Ontario can defeat them." —election poster used in the federal election of 1917.

5. "It is self-evident that because of its cultural heritage and the particularly difficult position of the French language in North America, Quebec must maintain direct relations with the other French-language countries of the world. For Quebec this is vital..." —Daniel Johnson, 1967.

6. "The French in America had all the qualities required to become a great people. Even today they represent the triumph of Europe's pioneering spirit in the New World. But, overcome by numbers, they were destined to succumb. When he abandoned the colony, Louis XV crowned an ignominious reign with yet greater ignominy..." —Alexis de Toqueville, 1831-1832.

7. "...At first, upon visiting Quebec City, I was overcome by a rush of French pride, which was soon replaced by an inconsolable grief; both emotions came from the depths of history..." —Charles de Gaulle, 1967.

8. "In my opinion, the important question—the question everyone interested in Quebec and Canada should be asking—is not whether Quebec will become independent, nor indeed when exactly it will happen, but rather how, in due time, Quebecers can be expected to take full charge of their own political affairs." —Premier René Lévesque, 1977.

MODULE III - THE CULTURAL MOSAIC

A significant feature characterizing Canada is the presence of a wide variety of ethnic groups. They are so numerous and so diverse that the dominant groups cannot assimilate them all. Hence they have learned to live together with some degree of mutual respect.

This coexistence of peoples with varying ethnic origins is seen by some to constitute a mosaic of various hues and patterns. To understand these ethnic patterns it is helpful to know the history of immigration to Canada.

Some concepts to be developed or expanded in this module:

- acculturation
- assimilation
- cultural mosaic
- ethnicity
- immigration
- sexism

(1) THROUGHOUT MOST OF ITS HISTORY, CANADA COULD BE DESCRIBED AS A CULTURAL MOSAIC.

> Indepth Studies
>
> . Composition of Canadian population in:
> 1776 1900
> 1867 today

- Which ethnic groups comprised Canada's first inhabitants? How did the later white immigrants treat these people?

- What ethnic groups have been added to Canada's population throughout her history?

- How have some Canadians actively cultivated and maintained their ethnicity?
  - What examples of cultural variety might be observed by a tourist in cities such as Toronto or Vancouver?
  - Would one observe the same degree of diversity in Montreal or Quebec as in the cities mentioned above?

- What forces have encouraged assimilation of the newer immigrants into the French and British Canadian populations?
  - What forces have worked against assimilation?
  - Why is complete assimilation of new population elements difficult? Is such assimilation desirable?

- Why is the term "mosaic" appropriate in describing Canada's cultural varieties?

(2) DURING THE YEARS OF CONTACT BETWEEN WHITES AND NATIVE PEOPLES IN CANADA, THE CULTURES AND LIFE STYLES OF BOTH INDIANS AND INUITS HAVE BEEN MODIFIED AND ALTERED TO MEET THE DEMANDS OF THE WHITE POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS.

Indepth Studies

- Effect upon Indians and Inuits of:
  - the fur trade
  - settlement of prairies
  - oil reserves development

- How did Indian life and culture change as a result of French settlement along the St. Lawrence River?

- What effect did encouragement of settlement of the western prairies in the mid-19th century have upon fur trading enterprises such as the Hudson's Bay Company?

- Why are the confrontations between Indians and whites better known than those between whites and Inuits? Why would Indians and Inuits have some conflicts between themselves?

- How does the career of Louis Riel illustrate the unwillingness of Indians and Metis to accept the white economic and political domination of prairie lands?

- What role did the Northwest Mounted Police (Royal Canadian Police) play in the relationship between the whites and the Indians? the Inuits?

- Why has the current world oil crisis brought the Inuit-white confrontation into focus? How have aviation, road building, and oil reserve development changed the lives of the Inuits?

- How does the current status of Indians and Inuits compare with that of other ethnic groups in Canadian society?

(3) THROUGHOUT ITS HISTORY, CANADA HAS BEEN A HAVEN FOR THE DISPOSSESSED, BUT IT HAS ALSO TAKEN ACTION TO ENCOURAGE IMMIGRATION OF PEOPLE NEEDED TO BUILD THE NATION.

Indepth Studies

- The Loyalists during and after the American Revolution
- Settlement of the Canadian West
- Americans during the Vietnam War

- What inducements did Canada offer to both the Loyalists in 1783 and those who fled from United States military service in Vietnam in the 1960's?
  - Why have many Americans migrated to Canada in other periods?
- What conditions in Europe in the early 19th century drove many people to Canada?
- Why was Canada eager to encourage immigration after Confederation?
- What economic inducements were offered by the Canadian government in the latter part of the 19th century?
  - What kinds of people responded to these offers?
  - Where and how did Canada advertise its needs?
- What effect did the completion of a transcontinental railroad have upon the settlement patterns in Canada?
- Why might it be said about immigration to Canada, that the Czarist army's loss was the Canadian prairie farms' gain?
- In what ways did the new immigration alter the composition of the Canadian population?

(4) IMMIGRATION TO CANADA SINCE WORLD WAR II NOT ONLY CONTRIBUTED SIGNIFICANTLY TO THE DOUBLING OF HER POPULATION BUT ALSO ADDED EVEN GREATER VARIETY TO IT.

Indepth Study

- Population growth, 1941-1976

- What do these new Canadians have in common with the earlier immigrants?
  - How do their lives differ?
  - Where have many of the new immigrants settled?

- What role did each of the following factors play in Canada's changing patterns of immigration?
  - International efforts to resettle refugees
  - British economic austerity
  - Revolts against Soviet domination in central and eastern Europe
  - Overpopulation in other areas of the world; crises in the Third World
  - The war in Vietnam

- To what extent has immigration to Canada included those from the Third World?

- What is meant by "brain drain"?
  - How has Canada benefited from this phenomenon?

- Why has the presence of these new ethnic groups created tensions within Canada's social and political fabric?

- To what extent did this new ethnicity strengthen Anglophone nationalism?

- How do recent immigration policies reflect these changing patterns of immigration?

(5) ALTHOUGH WOMEN HAVE YET TO ACHIEVE COMPLETE SOCIAL AND ECONOMIC EQUALITY WITH MEN, THEY HAVE PLAYED A PROMINENT ROLE IN CANADIAN SOCIETY AND HISTORY.

Indepth Studies

- Women in political life, e.g., Nellie Mooney McClung, Charlotte Whitton, or Maureen McTeer (Who is married to former Prime Minister Joe Clark)
- The role of female religious leaders in Quebec's history
- Women in literature and the arts

- To what extent does the status of women vary regionally within Canada? Why?
  - To what extent are these variations related to ethnic distribution patterns?

- What 20th century movements have brought about change in the status of women?

- What is the status of women in Canada today?

- What do Canadian women perceive as their major goals and objectives?

(6) CANADA'S ARTISTIC DEVELOPMENT HAS BEEN ENRICHED BY ITS VARIED ETHNIC HERITAGE.

Indepth Studies

- Canadian literature: 19th century vs. 20th century
- Canadian graphic arts
- Canadian television programming

- To what extent does artistic life reflect Canada's multicultural heritage?
- How reflective is Inuit art of Inuit life and culture? What evidence is there that Inuit art has become "big business"?
- How has the official bilingualism of Canada affected Canada's performing arts?
- To what extent do Canadian cities reflect this cosmopolitan culture?
- What role have the media played in emphasizing the cultural mosaic?

A CLASSROOM STRATEGY TO USE IN REACHING ONE OR MORE OF THE UNDERSTANDINGS IN THIS MODULE.

- Give students copies of the charts on pages 21 and 25. Ask them to prepare a statement, "Changes in Canadian Population, 1500-1971," using only the data presented in these charts.
- Have a class committee review the statements to identify the major points made. Have the composite list of points reproduced on a wall poster or an overhead transparency for class analysis.
- In class discussion, consider the following:
  - Do the five charts offer comparable data?
  - Does the composite statement include all of the changes in Canadian population 1500-1971?
  - What possible explanations can be offered for the fact that the United States appeared as a place of "ethnic origins" in 1851/52 but not as an "ethnic group" in 1951, 1961, 1971?
  - What kinds of source materials are needed to learn why these various peoples came to Canada?
  - What kinds of source materials would reveal the effects of the great waves of immigration upon Canadian life and culture?

For additional strategies, see: *Canadian Studies - Teaching Strategies and Resources for Use at the Secondary Level.* Center for the Study of Canada, SUC Plattsburgh, NY.

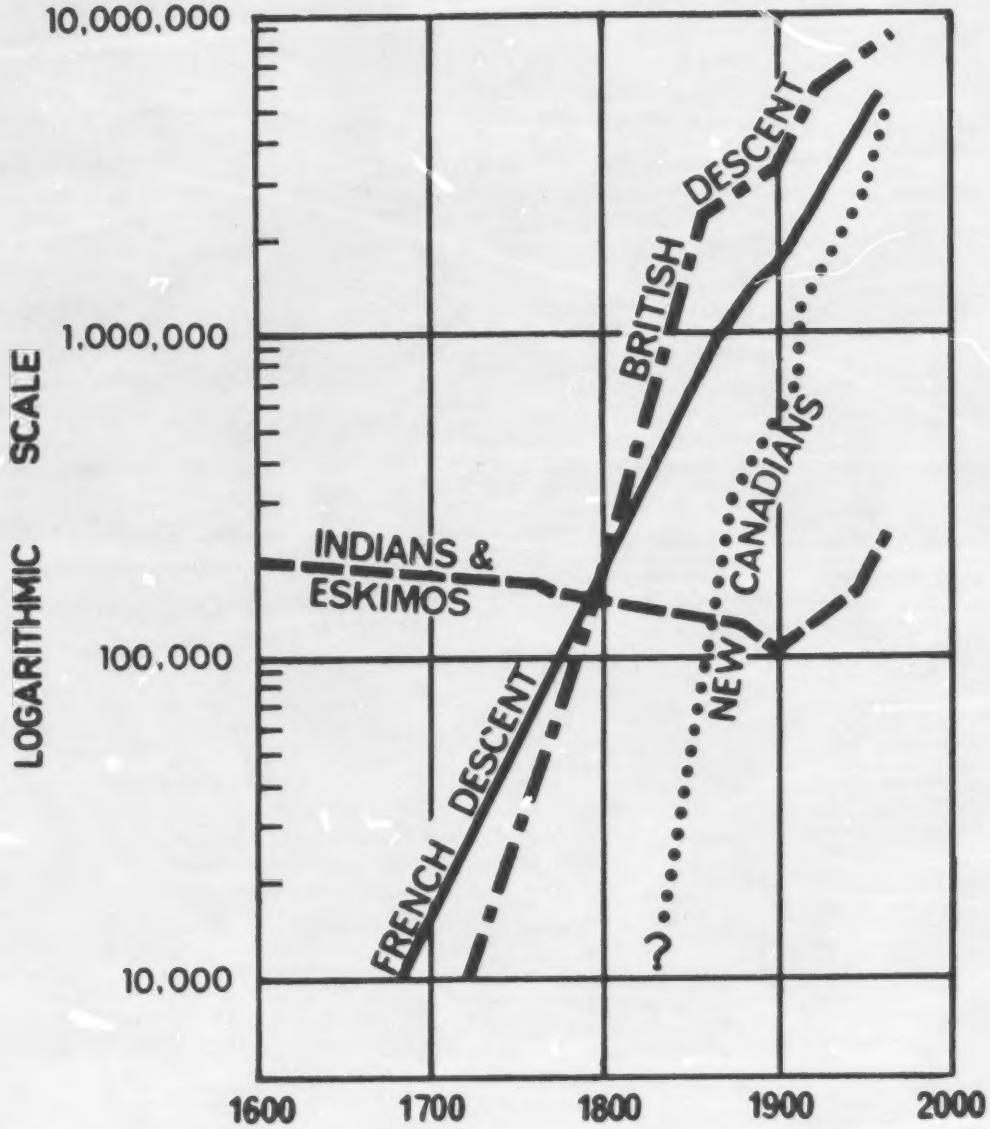

FIG. 3.A DEMOGRAPHIC EVOLUTION OF ETHNIC GROUPS IN CANADA, 1600-1971

Louis-Edmond Hamelin, Canada: A Geographic Perspective (Toronto: Wiley, 1973), p. 104.

Date	Indians and Eskimos	French Descent	British Descent	New Canadians
1600	100.0			
1680	93.0	5.0	1.0	
1760	57.0	29.0	12.0	
1790	36.0	36.0	27.0	
1810	22.0	39.0	39.0	
1830	11.0	37.0	51.0	
1850	4.7	27.0	65.0	2.0
1871	3.0	26.0	63.0	7.0
1901	1.8	29.0	59.0	9.5
1921	1.3	27.0	56.0	14.0
1961	1.2	30.4	43.8	24.6
1971	1.5	28.7	44.6	25.2

Note. For the years before 1850, the proportions are estimates.

FIG. 3.B PROPORTIONS (PERCENT) OF THE MAIN ETHNIC GROUPS IN THE CANADIAN POPULATION, 1600-1971

Hamelin, p. 115; and Canada Yearbook, 1975, p. 169.

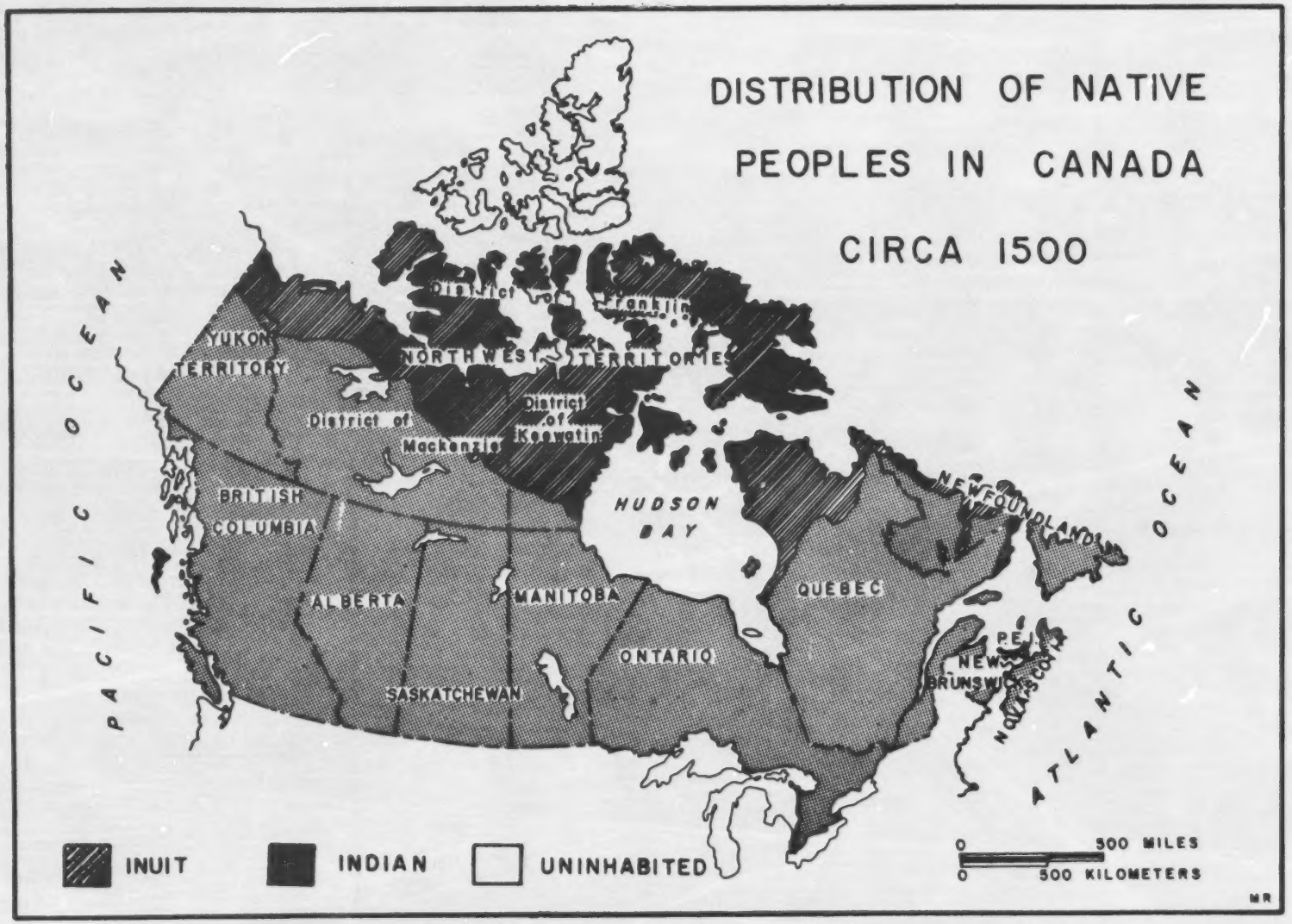

FIG. 3.C DISTRIBUTION OF NATIVE PEOPLES IN CANADA CIRCA 1500

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ORIGINS.	Lower Canada.	Upper Canada.	Total
England and Wales.....	11230	82699	93929
Scotland.....	14565	75811	90376
Ireland.....	51499	176267	227766
Canada, French Origin.....	669528	26417	695945
Canada, not of French Origin.....	125580	526093	651673
United States.....	12482	43732	56214
Nova Scotia and Prince Edward Island.....	474	3785	4259
New Brunswick.....	480	2634	3114
Newfoundland.....	51	79	130
West Indies.....	47	345	392
East Indies.....	4	106	110
Germany and Holland.....	159	9957	10116
France and Belgium.....	359	1007	1366
Italy and Greece.....	28	15	43
Spain and Portugal.....	18	57	75
Sweden and Norway.....	12	29	41
Russia, Poland and Prussia.....	8	188	196
Switzerland.....	38	209	247
Austria and Hungary.....	2	11	13
Guernsey.....	118	24	142
Jersey and other British Islands.....	293	131	424
Other Places.....	830	1351	2181
Born at Sea.....	10	168	178
Birth place not known.....	2446	889	3335
Total Population.....	890261	292004	1842265

FIG. 3.D ETHNIC ORIGIN OF THE POPULATION IN UPPER AND LOWER CANADA, 1851/52

Census of Canada, 1851/52, p. xx.

Ethnic group	1951		1961		1971	
	No.	%	No.	%	No.	%
British Isles	6,709,685	47.9	7,996,669	43.8		
English	3,630,344	25.9	4,195,175	23.0		
Irish	1,439,635	10.3	1,753,351	9.6		
Scottish	1,547,470	11.0	1,902,302	10.4	9,624,115	44.6
Welsh and other	92,236	0.7	145,841	0.8		
French	4,319,167	30.8	5,540,346	30.4	6,180,120	28.7
Other European	2,553,722	18.2	4,116,849	22.6	4,959,680	23.0
Austrian	32,231	0.2	106,535	0.6	42,120	0.2
Belgian	35,148	0.2	61,382	0.3	51,135	0.2
Czech and Slovak	63,959	0.5	73,061	0.4	81,870	0.4
Danish	42,671	0.3	85,473	0.5	75,725	0.4
Finnish	43,745	0.3	59,436	0.3	59,215	0.3
German	619,995	4.4	1,049,599	5.8	1,317,200	6.1
Greek	13,966	0.1	56,475	0.3	124,475	0.6
Hungarian	60,460	0.4	126,220	0.7	131,890	0.6
Icelandic	23,307	0.2	30,623	0.2	27,905	0.1
Italian	152,245	1.1	450,351	2.5	730,820	3.4
Jewish	181,670	1.3	173,344	1.0	296,945	1.4
Lithuanian	16,224	0.1	27,629	0.2	24,535	0.1
Netherlands	264,267	1.9	429,679	2.4	425,945	2.0
Norwegian	119,266	0.8	148,681	0.8	179,290	0.8
Polish	219,845	1.6	323,517	1.8	316,425	1.5
Portuguese		..		..	96,875	0.4
Romanian	23,601	0.2	43,805	0.2	27,375	0.1
Russian	91,279	0.7	119,168	0.7	64,475	0.3
Spanish		..		..	27,515	0.1
Swedish	97,780	0.7	121,757	0.6	101,870	0.5
Ukrainian	395,043	2.8	473,337	2.6	580,660	2.7
Yugoslavic	21,404	0.2	68,587	0.4	104,950	0.5
Other	35,616	0.2	88,190	0.5	70,460	0.3
Asiatic	72,827	0.5	121,753	0.7	285,540	1.3
Chinese	32,528	0.2	58,197	0.3	118,815	0.6
Japanese	21,663	0.2	29,157	0.2	37,260	0.2
Other	18,636	0.1	34,399	0.2	129,460	0.6
Other	354,028	2.5	462,630	2.5	518,850	2.4
Eskimo	9,733	0.1	11,835	0.1	17,550	0.1
Native Indian	155,874	1.1	208,286	1.1	295,215	1.4
Negro	18,020	0.1	32,127	0.2	34,445	0.2
West Indian		..		..	28,025	0.1
Other and not stated	170,401	1.2	210,382	1.2	143,620	0.7
Total	14,009,429	100.0	18,238,247	100.0	21,568,310	100.0

FIG. 3.E CANADIAN POPULATION BY ETHNIC GROUP: 1951, 1961, 1971 - Canada Yearbook, 1975, p. 169

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MODULE IV - CANADIAN IDENTITY

When the people of a country have the same religion, speak the same language, and have a common heritage, a national identity develops with relative ease. Where considerable diversity exists in physical and cultural phenomena an identity is more difficult to define or achieve.

Despite its diversities, Canada does have a population which has a specific Canadian identity. This module focuses on phenomena which promote unity among Canadians.

Some concepts to be developed or expanded in this module:

- confederation
- continentalism
- economic development
- evolution vs. revolution
- national identity
- nationalization
- parliamentary system
- the Crown

(1) ALTHOUGH CANADA IS CURRENTLY CHARACTERIZED BY MUCH DIVERSITY, IT IS ESSENTIALLY A UNIFIED COUNTRY.

Indepth Studies

- Canada today: political and economic statements of its leaders
- Another culturally diverse country such as Belgium, India, or South Africa

- How does Canada's progress toward achieving a balance between social cohesion and cultural diversity compare with that in other culturally diverse countries such as South Africa, Belgium, or India?

- Education is often seen as an important force in the development of a sense of national unity; to what degree has this been true in Canada?
  - Why is this question currently being raised?

- Some see as inevitable for Canada the policy of "continentalism," that is, disregard of her national borders in the development of her economy and in such matters as defense. What groups within Canada might support this position?
  - Why might other groups oppose it?
  - Why would most Canadians prefer continentalism to outright annexation by the United States?

(2) CANADA'S UNITY HAS BEEN FACILITATED BY THE DEVELOPMENT OF EAST-WEST TRANSPORTATION NETWORKS.

Indepth Studies

- Explorations by fur traders, including Hudson's Bay Company
- Building of Canadian Pacific Railroad
- Trans Canada Highway

- How did the "coureurs-de-bois" contribute to opening up Canada's interior?
- Why did later fur traders continue the westward thrust?
- Which natural waterways aided in east-west transportation? Which waterways proved useless for this purpose?
- What effect did the north/south grain of Canada's landforms have upon the building of railroads and highways?
- How does the 19th century commitment of the Confederation government to build the Canadian Pacific Railroad reflect the importance of east-west transportation to Canadian unity?
  - What 20th century transportation developments stemmed from the same concerns and interests?
  - To what extent was the building of east-west transportation networks a result of fear of United States encroachment upon economic life and/or political sovereignty?

(3) CANADA'S USE OF MEDIA HAS HELPED TO MAKE THE ARTS A MAJOR EXPRESSION OF CANADIAN IDENTITY.

Indepth Studies

- The Canadian Broadcasting Corporation: history and present activities
- Canadian literature, past and present

- How did radio help to bring a sense of Canadian identity to a larger segment of the population than had been reached by newspapers, lectures, and other means of communication?
- What emphasis has the Canadian Broadcasting Corporation and the Canadian Film Board placed upon Canadian origin of and Canadian participation in programming?

- How do radio, television and motion pictures convey to all Canadians some sense of the diversity of Canada?
  - Why are Canadian folksongs frequently highlighted by the CBC?
  - What effect would such programming have upon stereotypes of the French Canadian as rural peasants, the prairie provinces as vast uninhabited stretches of land, the Inuit as dwelling in an igloo, etc.?
  - How has humor and satire been used by Canadian cinema, television and radio to foster unity with diversity and to overcome stereotypes?

- How have ethnic diversity and the bicultural experience shaped Canadian literature?

- What role has urbanization played in the creative artist's perception of Canadian identity?

- How have performances of the Canadian National Ballet, Canadian orchestras, and individual Canadian performing artists helped to establish Canadian identity?

- What influence does United States television have on Canada?

(4) CANADA-UNITED STATES RELATIONSHIPS HAVE INFLUENCED THE GROWTH OF CANADIAN IDENTITY AND NATIONALISM.

Indepth Studies

- Canada vs. the revolting American colonies, 1776-1783
- Canada vs. the United States, 1812-1867
- American business expansion into Canada in the late 19th and 20th centuries
- Recent Canadian-American relations

- What role did attempts by the revolting colonies to include Canada on their side have upon uniting diverse elements in 18th century Canada?

- During the 19th century, how did Canadians react to various American expansionist campaigns which included threats of annexation of Canada?

- How has the heavy American economic penetration of Canadian resource development affected the growth of Canadian identity?

- What role did the Vietnam War play in establishing Canada's separate identity?

(5) CANADA'S IDENTITY AS A UNIFIED COUNTRY WITHIN THE WORLD COMMUNITY OF NATIONS WAS ACHIEVED THROUGH EVOLUTION RATHER THAN REVOLUTION.

Indepth Studies

- Canada under British Rule: the Quebec Act, the Constitutional Act of 1791, and the Durham Report
- Canada under Confederation: the British North America Act; the Statute of Westminster
- Canada's relationships with United States and other nations: treaties concerning boundaries, fishing rights, etc.

- Why might it be said that British policy concerning governance of Canada in the late 18th and early 19th centuries deterred the development of a Canadian identity?
  - Why did the British favor this lack of unity?
- Why did the British change this policy in 1840?
- How did the Statute of Westminster (1931) and subsequent actions of the British and Canadian Parliaments change the relationship between Canada and Great Britain, as defined by the British North America Act of 1867?
  - What is the significance of the establishment of the Canadian Embassy in Washington in 1927?
- Why were the treaties concerning boundaries and fishing rights important in establishing Canada's identity?

(6) ALTHOUGH CANADA'S RELATIONSHIP TO THE CROWN HAS CHANGED SIGNIFICANTLY SINCE CONFEDERATION, THE CANADIAN SYSTEM OF GOVERNMENT REMAINED ESSENTIALLY THE SAME.

Indepth Studies

- The Governors General of Canada: 1867-1980
- The functioning of Canadian Parliaments since 1867

- How have the changes in the type of person serving as Governor General reflected the increasing significance of Canadian identity as a separate nation?

- How has the role of the Governor General changed during the Confederation?
  - Who actually exercises the powers which have been formally assigned to the Governor General?

- Why might it be said that, for some, a sense of Canadian identity is enhanced by the presence of a representative of the Crown, while for others, such a representative diminishes identity?

- How did the question of Canadian participation in the Boer War illustrate the declining power of the Governor General and the commitment of the Prime Minister to assert Canadian identity?

- How were the advantages of the combining of executive and legislative functions as typified in a parliamentary system illustrated by the building of the Canadian Pacific Railroad, as promised in the negotiations for Confederation?

(7) CANADIANS ARE DISCUSSING CHANGES IN THEIR FEDERAL SYSTEM OF GOVERNMENT WHICH MIGHT HAVE GREAT IMPACT UPON CANADA.

Indepth Studies

- The federal structure delineated in the British North America Act
- The federal structure in Canada as it functions today

- To what degree did the British North America Act deal with relationships between and among provinces which varied widely in some of the following ways:
  - cultural differences
  - economic differences
  - political differences

- What changes have been made since 1867 to meet changing economic, political, and cultural conditions and to provide a better balance of power between the provinces and the federal government?

- What are some of the differences between provinces which make reexamination of the federal system imperative today?

- Some observers of the Quebec sovereignty movement say that the Québécois interpret Confederation as a pact between Quebec and "Upper Canada" which now should be renegotiated. Why is this view unacceptable to British Columbians and residents of the Prairie Provinces?
  - How would a resident of the Maritimes view this interpretation?

(8) CANADA VIEWS CONTROL OVER ALL FACETS OF ITS ECONOMY AS IMPORTANT IN MAINTAINING ITS IDENTITY.

Indepth Studies

- Development of Canadian natural resources and transportation/communication links
  - past
  - present
- Effect of resource development upon native peoples: the poisoning of Indian fishing waters

- In a developing country of vast size and limited population, what are the alternatives in obtaining financing for development of resources and transportation?
  - Who were the chief investors in the Hudson's Bay Company?
  - What resources did the Canadian government have which encouraged private capital to build the Canadian Pacific Railroad?

- What part did British and American investors play in the development of Canadian mining and timber resources?

- How have American investors become involved in Canadian industry?
  - What is the significance of such firms as "Ford of Canada"?

- What evidence is there that multinational corporations are important in the Canadian economy today?
  - To what extent are multinational corporations loyal to any nation?

- Why is nationalization seen by some as the way to lessen the power of multinational corporations?
  - What other reasons have encouraged Canada to nationalize some railroads, utilities, communication networks, airlines, etc.?

- In recent years, a number of studies have cited the plight of several Indian tribes in Canada who have depended upon fish as a major part of their diet. Paper companies in the area have discharged heavy amounts of pollutants such as mercury into the waters near these tribal settlements.
  - Why would the Canadian government see control over the industries as imperative in this situation?
  - What effect upon this problem would multinational control, or industrial ownership by a non-Canadian firm impose?

A CLASSROOM STRATEGY TO USE IN REACHING ONE OR MORE OF THE UNDERSTANDINGS IN THIS MODULE.

- On pages 33 - 36 are the words to the following patriotic anthems past and present in Canada:
  - The Maple Leaf, Our Emblem Dear
  - O Canada (English, French, and literal translation of French)
  - God Save Our Gracious Queen (King)

- Discuss with your students the values which are expressed in national anthems. Give students copies of the words of The Star Spangled Banner, America, and America the Beautiful. Ask them to list the values expressed. Then analyze these values as they might be interpreted by an American Indian (Native American); an immigrant from Eastern Europe; a Hispanic. (See American Civilization in Historic Perspective, Part II, Education, The State Education Department, 1972, pp. 28-29, for some source material helpful for this discussion.)

- Present to your class the supposition that they will have a student from a Canadian school as an exchange student or they as a class will be spending several days in a Canadian community and school. Have them study the Canadian patriotic anthems on pages 33-36 and identify the values expressed in each. Have them list those people in Canada today who would find these values (a) acceptable, (b) unacceptable.

- Write a dialogue with an imaginary exchange student or members of a Canadian class being visited concerning their feelings about these anthems.

- How well does each anthem reflect the true picture of Canadian identity?

- What reasons might account for the differing versions (lyrics) of O Canada? Compare the official translation to the literal translation of the anthem.

For additional strategies, see: *Canadian Studies - Teaching Strategies and Resources for Use at the Secondary Level.* Center for the Study of Canada, SUC Plattsburgh, NY.

O CANADA

1. O Canada! Our home and native Land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise
The True North strong and free;
And stand on guard, O Canada,
We stand on guard for thee.

Chorus: O Canada! Glorious and free!
O Canada! We stand on guard, we stand on guard for thee.
O Canada! We stand on guard for thee.

2. O Canada! Where pines and maples grow.
Great prairies spread and lordly rivers flow.
How dear to us thy broad domain,
From East to Western sea!
Thou land of hope for all who toil!
Thou True North, strong and free!

(Repeat Chorus)

3. O Canada! Beneath thy shining skies
May stalwart sons and gentle maidens rise
To keep thee steadfast through the years
From East to Western sea,
Our own beloved native land,
Our True North, strong and free!

(Repeat Chorus)

O CANADA

1. O Canada! terre de nos aïeux,
Ton front est ceint de fleurons glorieux!
Car ton bras sait porter l'épée,
Il sait porter la croix!
Ton histoire est une épopée
Des plus brillants exploits.

Refrain: Et ta valeur, de foi trempée
Protégera nos foyers et nos droits.
Protégera nos foyers et nos droits.

2. Sous l'oeil de Dieu, près du fleuve géant
Le Canadien grandit en espérant.
Il est né d'une race fière,
Béni fut son berceau.
Le ciel a marqué sa carrière
Dans ce monde nouveau.

Refrain: Toujours guidé par sa lumière,
Il gardera l'honneur de son drapeau.
Il gardera l'honneur de son drapeau.

3. Amour sacré du trône et de l'autel,
Remplis nos coeurs de ton souffle immortel!
Parmi les races étrangères,
Notre guide est la loi;
Sachons être un peuple de frères,
Sous le joug de la foi;

Refrain: Et répetons, comme nos pères
Le cri vainqueur: "Pour le Christ et la reine (le roi)."
Le cri vainqueur: "Pour le Christ et la reine (le roi)."

O CANADA
(literal translation of French version)

1. O Canada! Land of our forefathers,
Your head is crowned with glorious gems!
Because your arm can carry a sword,
It can carry the cross!
Your history is an epic
Of the most brilliant feats.

Chorus: And your valor, steeped in faith,
Will guard our homes and our rights.
Will guard our homes and our rights.

2. Under the gaze of God, next to the great river,
The Canadian grew in hope.
He was born of a proud race
Blessed was his cradle.
Heaven put its mark on his career
In this new world.

Chorus: Always guided by its light
He will safeguard the honor of his flag.
He will safeguard the honor of his flag.

3. Sacred love for the throne and the altar,
Fill our hearts with your immortal breath!
Among foreign races,
Our guide is the law;
Let us be a people of brothers,
Under the yoke of the faith.

Chorus: And repeat, as did our fathers
The cry of victory: "For Christ and the Queen (King)"
The cry of victory: "For Christ and the Queen (King)"

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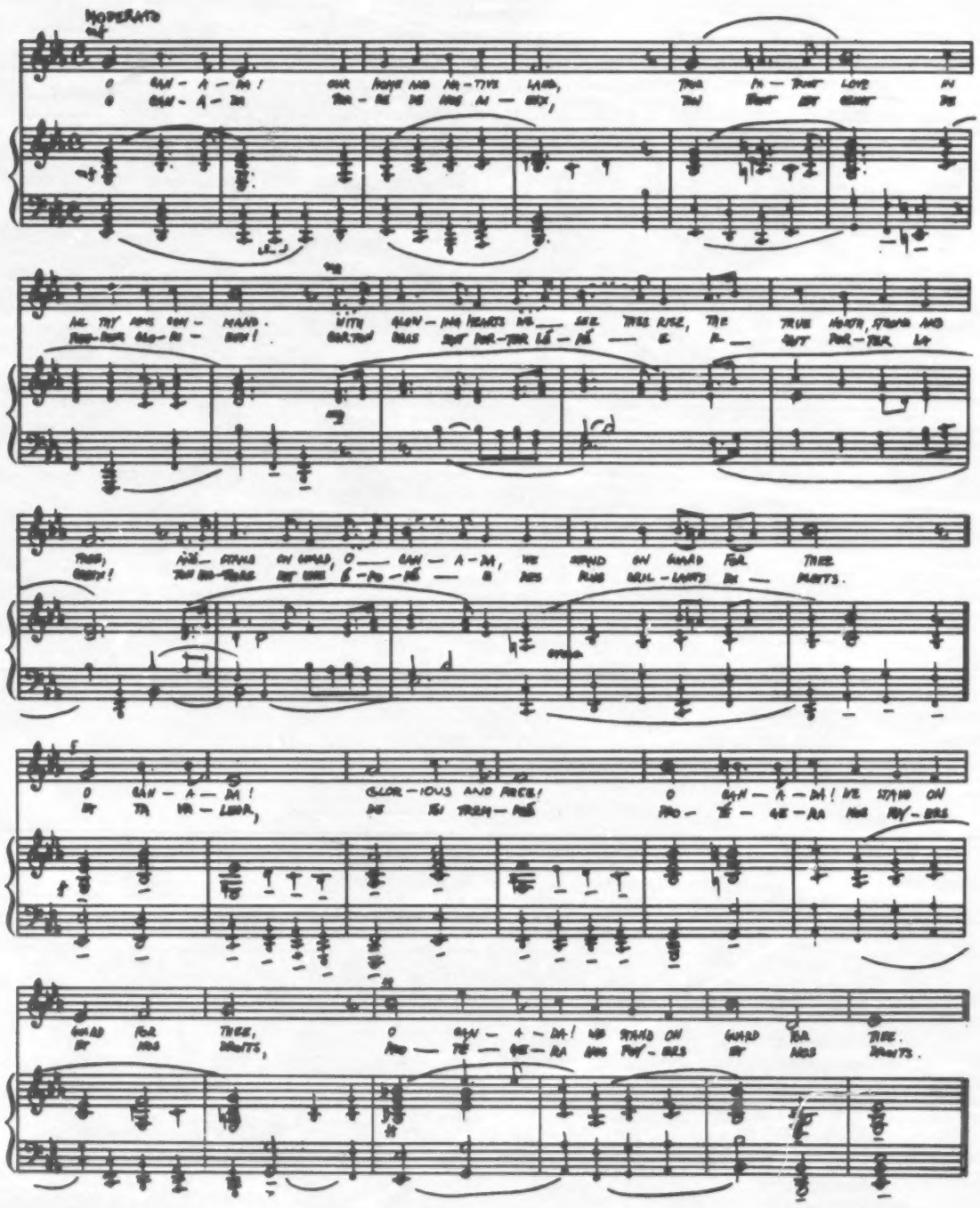
O CANADA !

Music by Calixa Lavallée
English version by R. Stanley Weir
French version by Adolphe Routhier

GOD SAVE OUR GRACIOUS QUEEN (KING)

God save our gracious Queen (King),
Long live our noble Queen (King)
God save the Queen (King):
Send her (him) victorious,
Happy and glorious,
Long to reign over us,
God save the Queen (King).

Thy choicest gifts in store
On her (him) be pleased to pour;
Long may she (he) reign:
May she (he) defend our laws
And ever give us cause
To sing with heart and voice,
God save the Queen (King).

--Author unknown
Eighteenth century

THE MAPLE LEAF

1. In days of yore, from Britain's shore,
Wolfe, the dauntless hero came,
And planted firm Britannia's flag,
On Canada's fair domain.
Here may it wave, our boast, our pride,
And joined in love together,
The Thistle, Shamrock, Rose entwine,
The Maple Leaf forever!

Chorus: The Maple Leaf, our emblem dear,
The Maple Leaf forever!
God save our King, and Heaven bless
The Maple Leaf forever.

2. The Queenston Heights and Lundy's Lane
Our brave fathers, side by side,
For freedom, homes, and loved ones dear,
Firmly stood and nobly died;
And those dear rights which they maintained,
We swear to yield them never!
Our watchword ever more shall be,
The Maple Leaf forever!

3. On merry England's far famed land,
May kind heaven sweetly smile;
God bless Old Scotland ever more,
and Ireland's em'rald isle!
Then swell the song, both loud and long,
'Till rocks and forest quiver,
God save our King and Heaven bless,
The Maple Leaf forever!

--Alexander Muir

MODULE V - CANADA IN WORLD AFFAIRS

To say that Canada and the United States are among each other's principal trading partnersis to give but one illustration of the many ways that Canada and the United States interact. These interactions in sports, communication, transportation, trade, entertainment, tourism, and many other areas are important elements in the lives of the people of both countries.

However, as the world comes closer to being a "global village" Canada's relationships with other members of the world community should be examined. Canada's stance on international issues at times contrasts with that of the United States. An examination of these differences helps in understanding Canada today, as well as in giving a perspective in looking at our own role in world affairs.

Some concepts to be developed or expanded in this module:

- balance of power
- Commonwealth
- continentalism
- global interdependence
- middle power
- protectionism

(1) CANADA'S LOCATION AS WELL AS THE NORTH/SOUTH GRAIN OF NORTH AMERICAN LANDFORMS HAS INFLUENCED ITS RELATIONS WITH OTHER COUNTRIES.

Indepth Studies

- Canada on a variety of maps: polar, North America-centered, Europe-centered, Asia-centered
- Physical map of North America

- To what extent is Canada's location an advantage in its relationship with the super powers?
  - To what extent is it a disadvantage in these relationships?
  - How does its location affect its military role in 20th century world affairs?

- How has Canada's "long, long shore" affected the history of its relationship with other countries?
  - What disputed issues within the last few years show that this factor in Canada's location still affects relationships with other countries today?

- How does the location of Canada affect its cultural ties with other nations?
  - How has this relationship changed throughout its history?

- How does the location of Canada affect its economic ties with other countries?
  - How has this relationship changed throughout its history?

- To what extent has the north/south grain influenced the location of population and manufacturing centers in Canada?
  - To what degree is the same relationship true for the United States?

- What is the relationship between the north/south grain and the similarity of economic activity on each side of the border?

(2) IN THE TWENTIETH CENTURY THE FOCAL POINT OF CANADA'S FOREIGN POLICY HAS SHIFTED AWAY FROM GREAT BRITAIN AND TOWARD THE REST OF THE WORLD.

Indepth Studies

- Canada in World War I; in World War II
- Canada in the Commonwealth of Nations

- Why was Canada's foreign policy so closely tied with that of Great Britain prior to World War I?

- What role did the two World Wars play in changing Canada's policy?

- To what extent did Canada's insistence upon status within the British Empire lead to the eventual development of the Commonwealth?

- What is the nature of the relationship between member states of the Commonwealth and Great Britain?
  - What was the original purpose of the Commonwealth?
  - How did the purpose shift as some member countries became independent of Great Britain?

- How has Canada used its relationships with other industrial nations to balance the United States' influence on Canada's foreign affairs?

(3) CANADA'S RELATIONSHIPS WITH OTHER NATIONS INCLUDING THE UNITED STATES HAVE BEEN AFFECTED BY ITS EFFORTS TO DEVELOP ITS RESOURCES AND BUILD UP THE CANADIAN ECONOMY.

Indepth Studies

- Investments by non-Canadians in Canada, 19th and 20th centuries
- Tariff policies in Canada, then and now

- Who were the major investors in Canada prior to Confederation? Why did heavy British investment continue throughout the rest of the 19th century?

- Why were American investments in Canadian resources and industrial development welcomed in earlier periods?

- Why have the United States and Canada become each other's major trading partner?

- What advantages accrued to Canada from these strong economic ties to the United States?
  - What effect has United States investment had upon the Canadian standard of living? Why have some provinces felt this effect more than others?

- How do these massive American investments in Canada affect Canadian-American relations today?
  - What implications do these investments have upon the efforts to establish a Canadian identity?

- What evidence of a tariff is seen by the average New York resident of a Canadian/American border town?

- In what ways has protectionism been beneficial to Canada? In what ways has it been detrimental?

- How does the current tariff policy compare with the policy of Prime Minister John A. MacDonald a century ago?

(4) THE TREND TOWARD CONTINENTAL INTERDEPENDENCE HAS BOTH POSITIVE AND NEGATIVE IMPLICATIONS FOR CANADA AND FOR CANADIAN-UNITED STATES RELATIONS.

Indepth Studies

- The energy crisis: Canadian and United States' views
- The North American Air Defense Agreement (NORAD)

- Why have geographic factors, including the north/south grain of the North American physiography and the allocation of natural resources encouraged a continentalist viewpoint?

- In 1979 an issue in the contest between the Conservatives under Joe Clark and the Liberals under Pierre Trudeau was the question of denationalizing Petro Canada. How would United States investors react to this question?
  - What effect would action on the issue have upon Canadian-American relations?

- In 1979 a Canadian government release noted that Canada no longer had a seeming abundance of cheap oil and gas, and that its energy needs have been growing faster than its resources. However, many United States residents tend to think of Canada's and Mexico's oil reserves and Canadian hydropower as the solutions to the energy crisis in the United States.
  - Given these two contradictory views, how do many Canadians feel about "continentalism," a policy wherein problems are defined and solutions are found without regard for national boundaries?

- What expectations do New Yorkers have regarding the potential for available power from Quebec's new James Bay Hydroelectric Project?
  - What effect might this project have on support for Quebec sovereignty in the northeastern United States?

- What implications for continuance of continentalism might be seen in a recent shift in the North American Air Defense boundaries to conform more closely to national boundaries?

(5) THE EXISTENCE OF THE CANADIAN CULTURAL MOSAIC HAS PLAYED AN INCREASINGLY MORE SIGNIFICANT ROLE IN CANADA'S FOREIGN RELATIONS.

Indepth Studies

- Canada/France relationships; 19th and 20th centuries
- Canada and the Third World

- Why did events in France in the first half of the 19th century have little effect upon Canada's loyalty to Great Britain?

- Why might it be said that popular reactions against Canadian participation in the Boer War signaled a change in Canadian identification with Great Britain in foreign policy?
  - What evidence of growing disunity over Canadian/British common goals can be found in Canadian participation in World Wars I and II?
  - What effect would French-Canadian reluctance to be involved have upon the fervor of Anglo-Canadians for Canadian participation?

- What influence might Canada's ethnic groups have upon its relations with countries in southern and eastern Europe?
  - With Asia?
  - With Francophone nations in Africa or Asia?

(6) CANADA AS A "MIDDLE POWER" IS STRONGLY COMMITTED TO PLAY A SIGNIFICANT ROLE IN THE INTERNATIONAL COMMUNITY.

Indepth Studies

- Canada and the United Nations
- Canada and Latin America
- Canada and the Eastern Bloc

- In what ways does Canada typify a "middle power" in today's international relations? In what ways is Canada a "western power"?

- What policies pursued by Canada in the United Nations and other international organizations are indications that it sees a significant role for "middle powers" in providing balance between "great powers"?
  - Why is such action significant in peace-keeping?
  - What relationship can be found between such activities and the concept, "global interdependence"?

- Why is Canada's wheat production significant in giving it status and power in international relations?

- In recent years Canada has deliberately pursued a policy of communication with countries such as the People's Republic of China, the U.S.S.R., and Cuba.
  - To what extent might geographic factors make this policy desirable?
  - What is the relationship of this policy to Canadian identity?
  - How did this policy affect Canada-United States relations at the time that the communications were established?
  - Have American reactions toward this Canadian policy changed in recent years?

- Why might it be said that Canada's role in world affairs in general and the United Nations in particular constitutes a statement of national identity and a "declaration of independence"?

A CLASSROOM STRATEGY TO USE IN REACHING ONE OR MORE OF THE UNDERSTANDINGS IN THIS MODULE.

Below is a list of issues on which Canada and the United States have taken different stands.

- Divide the class into "diplomatic teams" representing each of the issues. Half of each team should represent Canadian foreign policy officials, the other half, United States foreign policy officials.

- Have each subteam, through research, identify the differences in stance and analyze the positions in terms of the impact upon their national policies.

- Within each team there should be dialogue between the Canadian and the United States officials in an attempt to "sell" each other on a change of policy.

- Have each team present a summary of the dialogue to the class as a whole. The class may then attempt to find common factors and pressures which could be used as predictors of the decisions each country will make on future issues.

- The teacher and students should identify some current or recent issues on the world scene. Have the class predict or analyze the positions of Canada and the United States on these issues.

Some possible issues might be:

- Injection of political issues into international athletics; i.e., the 1976 Summer Olympics at Montreal, and the 1980 Olympics at Moscow.
- Controversies over economic sanctions resulting from international disagreements.

For additional strategies, see: *Canadian Studies - Teaching Strategies and Resources for use at the Secondary Level.* Center for the Study of Canada, SUC Plattsburgh, NY.

Olympics and Taiwan

"Mr. Speaker, I think the best answer to the Olympic committee and indeed to members of this House and the country who have shown concern, is that it is not our policy nor our practice to bar any athletes from the games. We welcome the athletes from Taiwan. We hope they will compete. We do not discriminate on the basis of sex, race or, indeed national origin. All we are saying, and it seems to me this is a policy that would have the support of any member of this House regardless of his party provided he believes in a one China policy, is that we will not let athletes come into Canada... to pretend that they represent a country, China, that they do not represent. That is all we are saying."

Summary of Events: In a letter to the President of the International Olympic Committee on November 28, 1969, the Secretary of State for External Affairs stated that Canada would admit all participants recognized by the IOC with the qualification that admission would be "pursuant to the normal regulations" of the Canadian Government.

In April 1975, Canadian officials advised Lord Killanin, President of the IOC, at a meeting in Toronto that if Taiwan claimed to represent the "Republic of China" in the Montreal Olympics that would pose a problem in the light of Canada's recognition in 1970 of the People's Republic of China as the sole legal government of China. This was made clear to the IOC on several subsequent occasions. When, by May of this year, the IOC had not resolved the question of Chinese representation in the Olympics, Canada advised Lord Killanin that it had no alternative but to exercise its regulations as they pertained to the admission to Canada of athletes from Taiwan who claimed to represent all China. He was also advised that athletes from Taiwan would be free to enter Canada to take part in the Games provided they did not claim to be representatives of China.

During June and early July Canadian officials were in contact with Lord Killanin to examine ways to resolve the problem in a manner that would permit the Taiwanese athletes to participate. On July 10, the IOC proposed to the Taiwanese that they participate under the Olympic flag and name of the IOC. Canada agreed to the IOC proposal, but it was turned down by the Taiwanese. On July 15, Lord Killanin indicated to Prime Minister Trudeau that the matter was at an impasse. The Prime Minister proposed to Lord Killanin that the formula be followed which the IOC had used at the 1960 Olympic Games in Rome, whereby the Taiwanese participated under the designation of Taiwan. Earlier, on July 5, the Secretary of State for External Affairs had said in the House of Commons:

> "Let us bear in mind that is is possible for the Taiwanese athletes to come to Canada to be admitted and to participate in the Games in precisely the same way they participated in the Olympic Games in 1960 in Rome under conditions and regulations which were approved by the IOC. All we are asking is that they apply the same considerations to Canada which they applied to Italy in 1960."

The Taiwanese refused to accept this proposal which we understand was approved by the IOC by a vote of 58 in favour, 2 against with 6 abstentions as reported in the press. As a result the Taiwanese decided to withdraw from the Games.

FIG. 5.A CANADA, THE OLYMPICS, AND TAIWAN -Canadian Embassy, Public Affairs Division, Canada Report No. 4, July 22, 1976, pp. 3-4.

Extracts of Press Conference by the Secretary of State for External Affairs, the Honourable Allan J. MacEachen, at the Ritz-Carleton Hotel, Montreal, on July 16, 1976.

Question: Why has Canada taken this position?

Mr. MacEachen: We have taken this position because we have a national policy concerning China and we wanted to maintain that policy. In 1970 Canada recognized the People's Republic of China as the sole legal government. At the same time we withdrew recognition from the Republic of China which claimed and continues to claim to be the only legitimate government of all China. Consequently, the Canadian Government discourages official contacts with the Republic of China which otherwise would be inconsistent with our policy of recognition. But, of course, Canada does not restrict people to people contacts between Canadians and Taiwanese; we are happy to have Taiwanese come to Canada on visits, business and to take part in conferences and cultural meetings and sports events, provided they do not put themselves forward as representatives of China in a way that is inconsistent with our policy.

We have treated Taiwanese athletes coming to Canada in precisely the same way as we treat all Taiwanese who come to Canada. We have applied our policy in this particular case, and we have been ready to search for a solution that would provide for the participation of the Taiwanese athletes and that would be consistent with our policy with respect to China.

That is the simple explanation of our policy; it has not been invented for the Olympics, it was developed in 1970. It has been consistently applied since 1970 and it has not been brought forward in any way to inject controversy or politics into the Olympic movement. I had hoped that the number of formulae that had been put forward by the IOC would have been acceptable and would have permitted participation of all athletes. Certainly these formulae had been acceptable to Canada.

Question: Has there been contact in the last month between the Canadian Government and the Peking Government on this issue?

Mr. MacEachen: Yes, there has been contact. The formula that we had put in play yesterday and originally on July 5, is a formula unacceptable to Peking, and they have made the opposition, quite clear, even this morning, to officials of my Department.

Question: But if this is the Canadian position in which you believe, why would you have to be in contact with Peking?

Mr. MacEachen: We have heard their views. We have not accepted their views, which asked us to prohibit totally the admission of Taiwanese athletes under any circumstances. That we were not prepared to do. We were prepared to admit the athletes if they accepted a designation that was compatable with our national policy on China.

FIG. 5.A PRESS CONFERENCE REGARDING CANADA'S POLICY TOWARD TAIWAN AND THE 1976 OLYMPICS
Canadian Embassy, Public Affairs Division, Canada Report No. 4, July 22, 1976, pp. 1-2.

Question: Why was Canada so slow in indicating to the IOC that there were going to be problems?

Mr. MacEachen: We had indicated to the IOC as early as April, 1975 that there were problems with respect to the participation of Taiwan, under the recognition of the Republic of China. In view of our policy on China, officers of my Department had a meeting with Lord Killanin in Toronto in April, 1975, in which this problem was raised. In fact, at that meeting Lord Killanin pressed for assurance that we would admit the Taiwanese athletes as the Republic of China; that assurance could not be given at that time by my officials. Subsequently, in February, the matter was raised again. All along we have felt that this was a matter that ought to be dealt with by the IOC. When in May nothing had happened, we indicated the circumstances under which we would admit the Taiwanese athletes to Canada. We reject categorically the claim that the IOC was notified only in May. It was notified of the problem in April of 1975. Indeed, last year, we refused admission to Canada of Taiwanese boxers for a pre-Olympic event, unless they accepted a Taiwanese designation. They refused to, and did not come. The IOC was quite aware of that.

Question: Do you think that Canada has set a dangerous precedent that other countries may follow in the future?

Mr. MacEachen: I don't think that we have set a dangerous precedent. There is a very special problem in the case of China and it has gradually sorted out internationally. It has not been sorted out in the IOC and undoubtedly it will be sorted out in the future.

Question: Why is Canada injecting politics into the Olympics?

Mr. MacEachen: Well, I think according to Article IX of the Olympic rules the Games are supposed to be contests between individuals, not between countries and areas. They are not. All the symbolic apparatus of the nation state, flags, anthems, names, play a major role in the Games. They have become not so much competition between athletes but competition among countries, and millions of viewers around the world will see the Games and they will identify with the athletes of the countries from which they come. Of course, Lord Killanin agreed with this. He has already stated that all this kind of nationalistic chauvinism — as he describes it — presently in the Games ought to be eliminated. So it is impossible for the international Olympic movement to avoid political issues brought about by the use of national symbols. In short, the Olympics are highly political internationally and Canada has done nothing to add to that.